DOCUMENT RESUME

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TITLE	System V: Consumer Education Inservice Program. Description of Teacher Inservice Education Materials.
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ABSTRACT

As a description of a module series system that utilizes the subject of consumer education to illustrate five specific teaching methods/strategies/techniques, information concerning the purposes, goals, and objectives of the program, the scope and sequencing of the modules, the material dealt with in the accompanying audiovisual aids, and the activities and resources involved in the use of the program is provided. Ordering information and costs listings are also included, and a brief history of the development of the program and a critique are attached. (LH)

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ED174610

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: SYSTEM V: Consumer Education Inservice Program

Publication Date(s): 1975

Intended Users: Inservice teachers, preservice teachers

Grade Level(s): Middle school, high school

Number: Small or large group

Primary Focus: The series uses consumer education as a framework for presenting training in five specific teaching methods/strategies/techniques.

School subject(s) and/or inservice topic(s) covered:

The school subject covered in the series is consumer education. (The developers note that this is the first inservice training program for that subject.) The inservice concerns of the program correspond to the five module titles: values clarification; inquiry; questioning; role playing; simulation/gaming.

What participant does in using the materials:

System V includes five modules, each with identical structure. Modules are divided into 3 or 4 units; each unit represents a workshop. (There are eighteen units in all.) Participants do pre-workshop, workshop, and post-workshop activities, as outlined in the leader's and participants' modules.

Resources:

The five series modules are each self-contained, including filmstrips (3 or 4 each module) audio cassettes, leader step-by-step cards (one set for each unit), eleven participants' manuals, one 16 mm color film (with Module 5), ten certificates of completion. Records are also included for filmstrip projectors that do not use audio cassettes.

Describer critique:

The design and packaging of these materials is outstanding. Each module comes in its own box, containing everything needed to present a complete inservice training program. Leader's cards and participants' manuals are also meticulously organized. Filmstrip quality, however, is only fair.

SP 014 555

SS45 (SS) Consumer education, (TS) Games/Simulations/Roleplay, (SS) Values, (TS) Questioning TD

1.0 PURPOSES:

Rationale

The developers explain that the program was created partly because of the lack of staff development programs that focus on consumer education. They perceived a need for programs that both build skills in contemporary teaching strategies and build knowledge in the subject of consumer education.

Goal

The overall program goal is to "train teachers in the use of advanced strategies and techniques...(and to) demonstrate how these methods could be applied to consumer education content."

Objectives

Each unit within each module has its own set of clearly defined objectives. The objectives of Unit A, Module 1, are given below as an example:

> "The focus of the first unit in the Values Clarification Module is in three areas:
> 1) helping you to understand values, especially consumer values;
> 2) helping you to understand the teacher's role in the values clarification process; and
> 3) introducing you to some values clarification techniques that can be used in your classroom."

2.0 CONTENT — Scope and Sequencing of Topics:

System V, Consumer Education Inservice Program, consists of five modules:

Module 1 Values Clarification
- Unit A Introduction to Value Clarification
- Unit B The Clarifying Response
- Unit C Analyzing Value Conflicts

Module 2 Inquiry
- Unit A Introduction to Inquiry
- Unit B Convergent Inquiry
- Unit C Divergent Inquiry

Module 3 Questioning
- Unit A Introduction to Questioning
- Unit B Building the Foundation
- Unit C Challenging Thinking at Higher Levels
- Unit D Dynamics of Questioning

Module 4 Role Playing
- Unit A Introduction to Role Playing
- Unit B Initiating Role Playing
- Unit C Guiding Role Playing
- Unit D Learning from Role Playing

Module 5 Simulation/Gaming
- Unit A Introduction to Simulation/Gaming
- Unit B All About Simulation Games
- Unit C Using Simulation Games in Your Classroom
- Unit D Making Your Own Games

Each module contains:

- filmstrips with audiocassettes (and records): 3-4 filmstrips per module
- Participant's Manuals: include readings and exercises (eleven manuals per module are provided; additional ones can be purchased.)
- Leader's Guides (tabbed cards): 3-4 sets per module (one per unit)
- Certificates of Completion: 10 per module are provided
- 16mm color film: accompanies Module 5

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The materials are designed to be used in workshops of 60,90 or 120 minutes each. Modules are self-contained and complete, so workshops will require minimum preparation on the part of the leader and participants. Each unit within a module has programmed activities which fall into one of three categories: pre-workshop, workshop, and post-workshop (where participants apply skills in the classroom). During workshops, participants will view filmstrips and complete group and individual tasks.

3.2 Help given in use of product:

An extremely thorough leader's step-by-step guide is provided to assist the leader through each unit in a given module. Each guide is a set of 38-48 tabled cards packaged in a box. Leaders progress through these cards until all directions are carried out, as designed.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participant performance may be self-evaluated on the self-evaluation form provided in each module's Participant Manual. It charts participants' self-rating before and after each workshop.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The program has been planned so that minimum additional preparation is needed by workshop leaders and participants. Equipment needs include: a filmstrip projector with sound equipment for playing cassettes or records; a screen; a 16mm film projector (for Module 5); meeting space. Each module is designed to support three or four workshops of one to two hours.

5.2 Distributor name/address:

Changing Times Education Service
Dept. 150
1729 H Street, N.W.
Washington, D.C. 20006

800-328-1452

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SYSTEM V: Consumer Education Inservice Program				
Module 1 Values Clarification	$289.00	No	Modules may be purchased separately	Yes*
Module 2 Inquiry	289.00			
Module 3 Questioning	289.00			
Module 4 Role Playing	289.00			
Module 5 Simulation/ Gaming	396.00			
	$1,552.00 TOTAL			

* Additional Participant Manuals may be purchased in sets of 10 for $15.00 per set.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The System V modules were developed by Changing Times Education Service, Washington, D.C., in cooperation with the Center for Family Finance and Consumer Education, Indiana State Univ., Terre Haute. Changing Times is a publisher of instructional materials for consumer and career education. Dr. Mary Gibbs of Indiana State was the Project Director.

6.2 How developed and when:

In the initial stages of the program's development Dr. Gibbs and team planned the program modules. A draft was submitted to an advisory committee for review. ("The committee consisted of 24 nationally-known educators from state departments of education, school systems and teacher training institutions.") The modules were then field-tested and revised.

6.3 Evidence of effectiveness with users:

The program was field-tested "with 240 individual teachers in 12 school systems." The suggestions made by field-test participants were then incorporated into the program.

In an effort to get continuing evaluation of the program, the developers include a Leader's Evaluation Form with each module. On it, leaders are asked to give an evaluation of each component, in addition to an overall assessment of the program.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The material appears to be well-suited to its dual purposes: to train teachers in consumer education content while at the same time training them in the application of advanced teaching strategies/techniques. The material is not limited to a home economics/social studies inservice audience; other teachers will gain from the training in the skills area, and may have a consumer's interest in the program content.

Content accuracy/social fairness/community acceptance issues:

Judging from the large teams of consumer experts which contributed to the program's development, users have every reason to believe that the modules represent the best in available information on the subject of consumer education. The presentation gives a socially balanced picture; community acceptance should not be in question.

Overall summary/comment:

The modules are a pleasure to use; they are extremely well-organized and well-presented. Many useful, convenient touches have been added to ensure that program presentation will run smoothly. The filmstrips, though they do manage to demonstrate their respective points, are unexciting visually. It seems that better use could have been made of the medium. Participant activities, however, are interesting, and should engage the consumer side of participants as well as the "teacher-side". The program, a first in inservice consumer education, is sure to enrich the skills and knowledge of participating teachers.

TR - 6/79